Creating policy for tobacco-free schools

The Alberta Tobacco Reduction Strategy:
Supporting tobacco-free schools

AADAC
Alberta Alcohol and Drug Abuse Commission
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Introduction

Smoking is the leading cause of preventable illness, disability, and death in Canada. Tobacco kills about 3,400 Albertans each year and hundreds of non-smoking Albertans die each year from diseases caused by exposure to second-hand smoke.

In Alberta, 19% of youth aged 12 to 19 smoke. Since almost all tobacco users began use as teens, childhood and adolescence are critical times for prevention. In Alberta, 88% of current smokers say they started before they were 20 years old; 9% say they started between the ages of five and 11.

The purpose of this booklet is to help schools and school districts create effective tobacco-free school policies. It is intended to be a reference only, and does not provide a policy template. Individual school boards are in the best position to formulate and draft their own policy. Use the steps provided in this booklet as a guide as you work through your policy development process.

Alberta Tobacco Reduction Strategy

In March 2002, the Alberta government launched the Alberta Tobacco Reduction Strategy, giving the Alberta Alcohol and Drug Abuse Commission (AADAC) the mandate to lead and coordinate tobacco reduction on behalf of the provincial government. The strategy takes a comprehensive approach to tobacco reduction, including increased taxation, youth-focused prevention and education programs, public information campaigns, and help for smokers who want to quit.

Legislation is also part of a comprehensive strategy. The Prevention of Youth Tobacco Use Act, which came into effect April 1, 2003, prohibits the possession and use of tobacco by minors. This legislation is consistent with the Alberta Tobacco Reduction Strategy goal of reducing tobacco use in Alberta and preventing youth from starting to smoke.

AADAC can help

A comprehensive tobacco reduction strategy involves many partners, including all levels of government, regional health authorities, community groups, non-governmental organizations, school authorities, and schools. AADAC is here to help its partners by proving school-based programs like Teaming Up for Tobacco-Free Kids, Building Leaders for Action in Schools Today (BLAST) and Kick the Nic, as well as information resources, and booklets such as this. AADAC's community tobacco reduction counsellors can also support schools in

their efforts to be tobacco-free. For more information, contact your local AADAC office. AADAC's Smoker's Help Line (1-866-33AADAC) is available for teachers and other staff who want to quit smoking in support of tobacco-free schools.

The role of school authorities and schools

School authorities and schools can play a critical role in preventing children and youth from using tobacco. They also have an important role to play in helping and encouraging students who already use tobacco to quit, and creating a healthy, supportive tobacco-free environment. Clear and consistent policies help students to be tobacco-free.

Effective tobacco policies prohibit tobacco use on school property. They also include prevention and education programs, and provide access to cessation resources and other positive alternatives rather than relying on punitive measures for enforcement.

The creation of tobacco-free schools enhances the physical, mental and social health of students and staff. Tobacco-free school policies do more than prevent individual use of tobacco; they reduce exposure to second-hand smoke, decrease damage to school property, and make it easier to maintain school facilities.

How AADAC works with schools

AADAC's tobacco reduction resources for youth are part of AADAC's overall range of services for youth. AADAC's School Strategy is designed to provide Alberta teachers and students with curriculum-aligned resources that focus on building healthy, addiction-free futures. The goal is to enhance addiction information, prevention, and intervention services to youth in schools through classroom, out-of-classroom, and community activities; Web-based information; lesson plans for teachers; information materials and resources for teachers and parents; and access to treatment for youth who are experiencing problems related to alcohol, other drugs, and gambling.

AADAC's School Strategy focuses on key transition points where the right information or program, delivered when it is most relevant, can have the greatest influence on youth. It is based on principles of comprehensiveness, collaboration, youth involvement, best practices, acknowledgment of individuals who influence youth, and recognition of the capacity of youth to manage their own lives.

For more information on AADAC Youth Services, the Alberta Tobacco Reduction Strategy, and programs and resources that can help support tobacco-free schools, visit our Web site at **www.aadac.com**.

Ten steps toward an effective school tobacco policy

STEP 1: Bring people together

Begin by bringing people together to address the problem of tobacco use. You may need to form a new working committee to develop the tobacco-free policy, or an existing group may be appropriate to take on this task. Designate a group facilitator. This person will ensure meetings are arranged and that the actual work required to write the policy is accomplished between meetings. At the first meeting, the facilitator will help the group clarify its purpose, time frame, and expected outcome. Since school policies need to be consistent with authority-wide policies, your facilitator should ensure that the working committee is aware of the authority-wide policy on tobacco in schools.

A tobacco-free school policy affects the entire school community, which includes students, parents, teachers, administrators, parent council members, public health nurses, local neighbours, school resource officers and community police officers. Involve people from each of these groups in the policy development process. Also, try to include both people who use tobacco and those who do not. In this way, everyone's concerns will be heard, the policy and consequences can be implemented effectively, and all parties will share a commitment to making the policy work.

STEP 2: Clarify the purpose and principles of the policy

The facilitator should provide a copy of this handbook to all members of the group. When group members are familiar with the issues outlined in the handbook, they can work together to state the purpose of their tobacco-free school policy. For example, the purpose of the policy might be "to help make the school environment healthy for everyone by eliminating exposure to the harmful effects of tobacco."

It is also important to state the principles on which the policy is based. Here are some examples of principles:

- Tobacco use is harmful to the school community.
- Nicotine is addictive.
- Creating a healthy environment for the school community is everyone's responsibility.
- The policy is supportive of people trying to quit.

- The policy is part of the school's broader tobacco prevention program.
- The policy will be applied fairly to everyone.
- The school policy is consistent with authority-wide policy.

STEP 3: Ensure that prevention resources and strategies are in place

Research has shown that tobacco-free school policies are most effective when they include an effective tobacco prevention curriculum. Some of the tobacco prevention strategies that have been most successful with youth are those that build young people's leadership and coping skills through involvement in tobacco reduction projects and activities. When youth are challenged to participate and contribute to a school or community-based tobacco awareness and reduction project, they feel a sense of ownership in what they are trying to achieve. Living in a tobacco-free environment and having role models who do not use tobacco are also important factors in preventing tobacco use among youth. Refer to the *Resources* section of this handbook for more information on Alberta Tobacco Reduction Strategy (ATRS) prevention programs and resources.

STEP 4: Support student and staff efforts to quit

Programs that help smokers stop using tobacco are important supports to successful tobacco-free school policies. Such programs can produce a quicker and probably greater short-term public health benefit than any other component of a comprehensive tobacco reduction program. Quitting is hard and most people attempt it more than once before they succeed. Programs that focus on skill development help plant the seeds for future efforts to quit. Assisting staff to quit smoking is not only good for the smoker but also provides an excellent role modeling opportunity to youth. Fewer adult smokers will lead to fewer youth that smoke.

Information about Alberta Tobacco Reduction Strategy (ATRS) provincial programs and resources is available in the *Resources* section of this handbook.

Setting the right environment for a tobacco-free school policy is critical to its success.

- Is tobacco prevention curriculum currently used in the classroom?
- Do students and staff have access to tobacco reduction resources and information in the school environment?
- Is support available for students and staff struggling with stressful school, work or personal concerns?

Suggested Consequences for Violations of a Tobacco-Free School Policy

FOR STUDENTS
From *Making It Work: Guidelines for Creating Effective Smoke-Free School-Based Policies* by the Nova Scotia School Smoking Prevention Coalition (2002)

- Have the student meet with a trusted adult at the school to discuss the issue.
- Immediately notify the parents of the student involved by telephone, with a follow-up meeting held between the student, the parent, and the administration.
- Refer students to tobacco cessation resources and Internet sites (see the *Resources* section of this handbook for information on Alberta resources).
- Assign a series of lunch-hour detentions or a full day in-school suspension.
- During detentions or in-school suspensions, have the student complete a personal reflection activity about tobacco use (reflection activities were accessed through the Nova Scotia Department of Health, Tobacco Control Unit Web site www.gov.ns.ca/health/tcu).
- Reserve more severe consequences for students who repeatedly violate the policy or display a defiant attitude regarding breaking the tobacco-free school policy. Out-of-school suspensions should be used as a last resort at the discretion of the school administration.

For information on solution-based consequences see

McConkey, N. (2000). *Solving school problems: Solution – focused strategies for principals, teachers and counsellors.* Bragg Creek, AB: Solution Talk Press.

STEP 5: Agree on the content of the policy

Clear guidelines help everyone in the school community know what is expected of them and what they can expect of each other. A tobacco-free school policy will state exactly where and when tobacco use is not allowed. Make it clear that the policy developed applies to everyone on school property (students, teachers, staff and visitors) and to all types of tobacco use.

The cultural and ceremonial use of tobacco by many North American Aboriginal people should be taken into account when developing a tobacco-free school policy. First Nations people have used tobacco as a medicine and in ceremony for thousands of years. Smoke from tobacco is believed to carry prayers and thoughts to the Creator and to all the relatives that have gone before. It is offered to elders and teachers before asking for advice, for the interpretation of a dream or for special prayers. Exceptions should be allowed when Aboriginal youth are in possession of non-commercial tobacco for ceremonial purposes or for gift giving.

To be effective, a tobacco-free school policy must include consequences for those who violate the established policy. These consequences must be appropriate and must fall within the guidelines established by the school authority. Refer to Appendix A for a sample of a tobacco-free school policy.

Key considerations regarding consequences included in your policy

School authorities and schools are "experts" in determining effective behavioural consequences. However, when developing consequences for policy violations, the following are important points to keep in mind to ensure the policy is effective:

- Violations of the policy must be taken seriously from the very first violation.
- Consequences for violating the policy must be implemented immediately.
- Consequences must be applied fairly and consistently.
- Consequences must be in accordance with relevant code(s) of conduct and/or the school discipline policy

The school must have sufficient resources to implement the consequences that are chosen. For example, if an in-school suspension is chosen as a consequence, the school will need to have someone to supervise the suspension. If the school does not have the resources to implement the consequences outlined in the policy, the policy will be ineffective. Therefore, the consequences of policy violations must be feasible for the school to implement.

STEP 6: Write the policy in clear, easy-to-understand language

A clearly written policy provides everyone with a clear and common reference point. Copies of the draft tobacco-free school policy should be shared with all members of the school community. The input from the school community will help to ensure that the policy is more widely accepted and that important issues have not been overlooked.

Review your draft policy to ensure that it includes

- a clearly stated purpose
- reference to relevant school codes of conduct
- reference to authority-wide policy on tobacco in schools
- the principles on which the policy is based
- statements about the consequences of unacceptable behavior
- statements about how the policy will be enforced
- statements about the responsibility of students, teachers, parents, and administrators
- the time frame for evaluating the policy and the person or people who will initiate and execute the evaluation (see Step 9)

STEP 7: Develop and implement a communication strategy

Everyone in the school community needs to be informed about the written policy, when it will come into effect, and to whom they can direct any questions about the policy. All communication about the policy should be positive and should explain that the policy is an outcome of provincial legislation and is part of the school's broader efforts to reduce the harm from tobacco. It is helpful to let everyone know that the policy was developed with input from students, staff, and community members.

Members of the school community need to know the consequences of violating the policy. The communication strategy should also provide information about where students and staff can go if they need help dealing with tobacco use or other problems.

If the tobacco-free school policy is implemented in the middle of the school year, be sure to allow time to communicate the policy and its implications to students, staff, parents and volunteers in advance of the implementation date.

Suggested Consequences for Violations of a Tobacco-Free School Policy

FOR THE SCHOOL COMMUNITY
From *Making It Work: Guidelines for Creating Effective Smoke-Free School-Based Policies* by the Nova Scotia School Smoking Prevention Coalition (2002)

Ask school visitors who violate the policy to refrain from using tobacco. If the visitor refuses to comply, ask the visitor to leave the premises.

Ask visitors (e.g., community groups) who regularly use the school for activities and who violate the policy to refrain from tobacco use. For a second offence, revoke the group's school-use privileges.

Deal with teachers and staff who violate the tobacco-free school policy according to the applicable collective agreements.

Where does the policy fit?

Whether you are revising an existing tobacco-free policy or developing a new one, remember to review the following policies:

- authority-wide policies
- staff/employee policies
- student policies
- vocational, disabled and alternative school site policies
- visitor policies
- volunteer policies (particularly for their training on school policy and procedure)
- activity policies (definition of activities and whether school policies apply)
- campus policies (soccer fields, ball diamonds, bowling alleys, golf courses, swimming pools)
- community use policies (rental of facilities to external groups)
- vehicle requirements (school vehicles, vans, personal vehicles)
- transportation requirements (procedures for violations)

Here are some ideas for communicating the tobacco-free school based policy:

- Have schools introduce the policy at the beginning of each school year during initial meetings with students.
- Include the policy in student and staff handbooks.
- Include items about the policy in first-of-year letters to parents.
- Suggest that schools create a regular column in their newsletters about efforts to prevent tobacco use, and periodically place reminders about the tobacco-free school-based policy in the newsletter.
- Include the consequences of policy violation in all space rental agreements.
- Post a copy of the policy for all members of the school community to read.
- Post "no-smoking" or "tobacco-free" signs in entrances of all schools.
- Suggest peer presentations about the policy by students and staff at each school.

STEP 8: Implement the policy

From the date of implementation, the policy must be applied consistently to all students, staff members, parents and visitors at each school. It is critical that even first-time violations of the policy be dealt with diligently.

Identify and develop enforcement strategies with input from students, staff, parents and visitors. Apply consequences for violating the policy with a positive approach.

Provide information regarding cessation, education and support resources to students and staff. Ensure that implementation strategies reflect sensitivity to the fact that tobacco use may involve physical addiction or strong social pressure to use.

STEP 9: Evaluate the policy

The policy should contain statements about when it will be evaluated and by whom. Questions to ask when the policy is reviewed include

- Are all members of the school community aware of the policy?
- Is the policy having the desired effect?

- How many violations of the policy have occurred and what were the circumstances? Are there opportunities to introduce additional programs or supports that might help reduce the number of policy violations?
- Are there problems or issues that the policy does not address?
- Are the guidelines in the policy still realistic?
- Does the policy need to be revised in response to new trends, concerns or changes in behaviour?

Evaluation of the policy should include the perspectives of the various members of the school community. Likewise, any revisions to the policy should be created with the input of those affected by the revisions. Regular evaluation will help to ensure that the policy remains relevant and effective for all schools.

STEP 10: Celebrate the tobacco-free school policy

Schools should express pride in being tobacco-free. The creation of tobacco-free schools enhances the physical, mental and social health of students and staff. Schools with tobacco-free policies are playing an important role in helping and encouraging students who already use tobacco to quit, and creating a healthy, supportive tobacco-free environment for the rest of the school community.

Appendix A

Sample Policies

SAMPLE 1

NORTHERN LIGHTS SCHOOL DIVISION No. 69
SMOKING AND TOBACCO PRODUCTS FN

Legal Reference: Section 44, School Act.

Policy Statement

The Board believes smoking is injurious to the health of the smoker and the others exposed to second-hand smoke.

The Board further believes all adults in the school have a responsibility to act as positive role models for students.

The Board believes all of its facilities should be smoke-free environments.

The Board believes it has a responsibility to ensure students who cannot legally purchase cigarettes also do not have the opportunity to smoke while they are at school or at a school activity.

The Board believes tobacco products, other than cigarettes, can be harmful to one's health, therefore, school environments should be tobacco free.

Approved: August 1, 1995 Approved: January 28, 1997

How one school applies the Division policy

At Grande Centre High School in Cold Lake, Alberta students who violate the tobacco-free policy may be assigned a cleaning task or be suspended.

NORTHERN LIGHTS SCHOOL DIVISION No. 69
SMOKING AND TOBACCO PRODUCTS FN-R

Legal Reference: Section 44, School Act.

Regulations

The Board prohibits smoking and use of tobacco products within all Division facilities and properties as follows:

1. Smoking and use of tobacco products shall be prohibited in all Division facilities and on all Division properties.
2. Appropriate signs will be placed in conspicuous places in all Division facilities and properties.
3. Community groups utilizing Division facilities shall be advised of the smoking prohibition and usage shall be subject to cancellation for contravention.
4. New employees shall be advised of the prohibition at the time of hiring.

Approved: August 1, 1995 Approved: January 28, 1997

SAMPLE 2

From *Fit, Healthy, and Ready to Learn, A School Health Policy Guide* (March 2000). Printed courtesy of the National Association of State Boards of Education, 277 South Washington Street, Suite 100, Alexandria VA 22314 (703-684-4000) boards@nasbe.org, www.nasbe.org

INTENT

All students shall possess the knowledge and skills necessary to avoid all tobacco use, and school leaders shall actively discourage all use of tobacco products by students, staff, and school visitors. To achieve these ends, district/school leaders shall prepare, adopt, and implement a comprehensive plan to prevent tobacco use that includes:

- a sequential educational program to prevent tobacco use that is integrated within the school health education curriculum; that is aimed at influencing students' attitudes, skills, and behaviors; and that is taught by well-prepared and well-supported staff;
- establishment and strict enforcement of completely tobacco-free school environments at all times;
- appropriate programs or referrals for students and staff to help them overcome tobacco addiction;
- cooperation with community-wide efforts to prevent tobacco use; and
- strategies to involve family members in program development and implementation.

RATIONALE

Cigarette smoking is considered the chief preventable cause of premature disease and death.

Schools have a responsibility to help prevent tobacco use for the sake of students' and staff members' health and the well-being of their families. Research conclusively proves that:

- regular use of tobacco is ultimately harmful to every user's health, directly causing cancer, respiratory and cardiovascular diseases, adverse pregnancy outcomes, and premature death;
- secondhand smoke is a threat to the personal health of everyone, especially persons with asthma and other respiratory problems;
- nicotine is a powerfully addictive substance;
- tobacco use most often begins during childhood or adolescence.

Additional reasons why schools need to strongly discourage tobacco use are:

- the purchase and possession of tobacco products is illegal for persons under age 18;

- use of tobacco interferes with students' attendance and learning;
- smoking is a fire safety issue for schools

DEFINITION

For the purposes of this policy "tobacco" is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, and spit tobacco, also known as smokeless, dip, chew, and snuff, in any form.

TOBACCO USE PROHIBITED

No student, staff member, or school visitor is permitted to smoke, inhale, dip, or chew tobacco at any time, including non-school hours:

- in any building, facility, or vehicle owned, leased, rented, or chartered by the district/school;
- on school grounds, athletic grounds, or parking lots; or
- at any school-sponsored event off campus.

In addition, no student is permitted to possess a tobacco product.

CLOSED CAMPUS

No student may leave the school campus during breaks in the school day to use a tobacco product.

Signs to this effect will be posted at appropriate locations. School authorities shall consult with local law enforcement agencies to enforce law that prohibit the possession of tobacco by minors within the immediate proximity of school grounds.

NOTICE

The superintendent/principal/other shall notify students, families, education personnel, and school visitors of the tobacco-free policy in handbooks and newsletters, on posted notices or signs at every school entrance and other appropriate locations, and by other efficient means. To the extent possible, schools and districts will make use of local media to publicize the policies and help influence community norms about tobacco use.

INSTRUCTIONAL PROGRAM DESIGN

Tobacco use prevention education shall be integrated within the health education program and be taught at every grade level, pre-kindergarten through twelfth. The educational program shall be based on theories and methods that have been proven effective by published research and consistent with the state's/district's/school's

health education standards/guidelines/framework. The program shall be designed to:

- instruct about immediate and long-term undesirable physiologic, cosmetic and social consequences of tobacco use;
- decrease the social acceptability of tobacco use;
- address reasons why young people smoke;
- teach how to recognize and refute advertising and other social influences that promote tobacco use;
- develop students' skills for resisting social influences that promote tobacco use; and
- develop necessary assertiveness, communication, goal-setting, and problem-solving skills that may enable students to avoid tobacco use and other health-risk behaviors.

Instruction shall be most intensive in grades six through eight and shall be reinforced in all later grades. Instructional activities shall be participatory and developmentally appropriate. The program shall engage families as partners in their children's education.

STAFF PREPARATION

Staff responsible for teaching tobacco use prevention shall have adequate preservice training and participate in ongoing professional development activities to effectively deliver the education program as planned. Preparation and professional development activities shall provide basic knowledge about the effects of tobacco use combined with skill practice in effective instructional techniques and strategies and program specific activities.

EDUCATIONAL REINFORCEMENT

Tobacco use prevention education shall be closely coordinated with the other components of the school health program. Tobacco use prevention concepts shall also be integrated into the instruction of the other subject areas to the greatest extent possible.

To send consistent messages to students and their families, school instructional staff shall collaborate with agencies and groups that conduct tobacco use prevention education in the community. Guest speakers invited to address students shall receive appropriate orientation to the relevant policies of the school/district. School staff shall also help interested students become involved with agencies and other organizations in the community that are working to prevent tobacco use.

PROGRAM AVAILABILITY

The school health program shall include referrals to community resources and programs to help students and staff address tobacco addiction.

School counselors or community agencies are encouraged to establish voluntary tobacco use cessation programs at school.

PROGRAM ATTENDANCE

Attendance or completion of a tobacco use cessation program shall not be mandatory for anyone or used as a penalty. Attendance or completion of a tobacco use cessation program is allowed as a voluntary substitute to suspension for possession or use of tobacco.

Appendix B

Resources

The Alberta Tobacco Reduction Strategy (ATRS) sponsors the following programs:

Education and prevention

Teaming Up for Tobacco-Free Kids

Teaming Up is a school-based prevention program designed to reduce the onset of tobacco use by young people by influencing their thinking before they form regular tobacco use patterns.

There are four major components of the program:

- a Teachers' Resource Kit with lesson plans for grades 4 to 6
- a Grade 6 classroom visit by a positive peer role model to discuss the benefits of being tobacco-free (organized through local committees)
- T-shirts for Grade 6 students during the role model visit.
- an annual poster contest for Grade 6 students encouraging peers to be tobacco-free

TEACHERS RESOURCE KIT

The *Teaming Up For Tobacco-Free Kids* Teachers' Resource Kit is based on Alberta Learning's health curriculum. This kit includes three easy-to-use lesson plans for each of grades 4, 5 and 6.

Grade 4: Tobacco's Health Effects, Secondhand Smoke, Traditional Use Versus Today's Misuses

Grade 5: The Risks and Consequences of Smoking, The Positive Effects of Being Smoke-Free, Tobacco Use: At What Cost

Grade 6: The Law and Tobacco Use, Peer Pressure, The Media Trap

A complimentary copy of the *Teaming Up for Tobacco-Free Kids* Teachers' Resource Kit is available to download at **www.tobaccostinks.com**. For more information about this resource or other components of the Teaming Up for Tobacco-Free Kids program, please contact your local AADAC office.

Building Leadership for Action in Schools Today (BLAST)

BLAST, an innovative program developed in 1996 by the Alberta Lung Association, is funded through the Alberta Tobacco Reduction Strategy. BLAST sponsors weekend conferences in northern, central, and southern Alberta for youth in grades 7 to 9.

Through participating in the conference, students will

- learn current information regarding tobacco
- appreciate the value and importance of personal empowerment
- learn to develop and implement an action plan
- become advocates for a smoke-free society
- become motivated — learn they can make a difference

A teacher or principal from each school selects four students who will make good role models for their peers, school and community in advocating against tobacco. An adult chaperone for each school attends the conference and continues to work with the students as a resource in carrying out action plans once the BLAST students return to the community.

For more information, please contact the Alberta Lung Association, BLAST Provincial Coordinator (780-407-6819) or your local AADAC office.

Cessation support for youth

Kick the Nic: A Smoking Cessation Program for Teens

Kick the Nic consists of 10 group sessions that focus on skill building and emphasize peer support. Sessions are led by a trained program facilitator. There is no cost for Kick the Nic program materials.

Over the 10 sessions, participants will

- explore their reasons for using tobacco products
- discover the consequences of tobacco use and identify the pros and cons of continuing to use
- learn strategies to avoid tobacco use
- identify and apply techniques to ease nicotine withdrawal
- commit to quitting tobacco use and develop specific plans
- celebrate their decision to quit tobacco use

- receive support to stay tobacco free
- identify and apply strategies to cope with stress
- learn how to handle a relapse and develop strategies for seeking support to remain tobacco-free
- identify what they have learned and evaluate the progress and support received from the group

For more information about this program or facilitator training, please contact your local AADAC office.

Cessation support for adults

AADAC Smoker's Help Line
1-866-33AADAC (1-866-332-2322)

The Smoker's Help Line provides confidential and free information, referrals, telephone counselling and support to adult smokers who want to quit. The line is an important part of the Alberta Tobacco Reduction Strategy. The Smoker's Help Line is available 8 a.m. to 8 p.m. daily.

General information

For more information, and access to tobacco reduction resources, please visit the Alberta Alcohol and Drug Abuse Commission Web site, **www.aadac.com**.

Other tobacco reduction community resources

Cessation support and resources are also available from regional health authorities and other community health agencies in Alberta. For additional information about tobacco cessation supports in your area, please contact your local regional health authority or local AADAC office.

Acknowledgments

Content adapted with permission from

The Nova Scotia School Smoking Prevention Coalition (NSSSPC). *Making It Work! Guidelines for Creating Effective Smoke-Free School-Based Policies*. **www.gov.ns.ca/health/tcu/schools.htm**

The Oregon Department of Human Services Tobacco Prevention and Education Program. *School Tobacco Policies Toolkit*. **www.oshd.org/tobacco**

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